

Widely-Held Expectations in Development of Responsibility

Birth–3 years	3–5 years	5–7 years
<ul style="list-style-type: none"> ▪ Appear insensitive to the views of others, yet show interest in them ▪ Are generally self-centered in their views ▪ Look at the world mostly from their own viewpoint (may think the sun sets because they go to bed) ▪ May cry when they see or hear another child crying ▪ Physically explore the environment to the best of their abilities using their senses (seeing, hearing, tasting, smelling, and feeling) ▪ Are natural explorers, eager for new experiences ▪ Are beginning to distinguish between familiar and unfamiliar faces ▪ Are becoming aware of their own feelings and respond to others' expressions (become upset if caregiver is also upset) ▪ Begin to recognize consequences follow actions 	<ul style="list-style-type: none"> ▪ Are becoming aware of others and beginning to take part in social play groups ▪ May play “beside” rather than “with” others ▪ Are beginning to see that their views differ from those of others but remain self-centered ▪ May show aggressive feelings toward others when something does not go their way ▪ Are beginning to sense when another person is sad, angry, happy ▪ Become interested in exploring the environment outside the immediate home; may be interested in growing seeds, weather, seasons, the moon, and sun ▪ Continue to eagerly explore the world around them ▪ Are becoming more aware of family and social relationships ▪ May sense another person's unhappiness (such as another child crying) and now know how to help ▪ Become aware of consequences of own behavior 	<ul style="list-style-type: none"> ▪ Are developing the ability to take part in social groups, and for longer periods of time, increasing awareness of others ▪ May prefer to play alone at times or with others ▪ Are developing the ability to see that others have feelings and different views than their own ▪ May begin to respond to others in times of distress if they are supported and encouraged to do so ▪ Are developing an interest in the community and the world outside their own ▪ May begin to show an awareness of basic necessities (food, clothing, shelter) ▪ Are beginning to develop an interest in specific issues pertaining to their world (recycling) ▪ May begin to notice how people are similar and different from one another ▪ Are developing the ability to respond sympathetically to others if they are hurt, upset, or crying ▪ Begin to understand consequences of own and others' behavior

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7–9 years	9–11 years	11–13 years
<ul style="list-style-type: none"> ▪ Are learning to work in groups and are developing the ability to get along with others ▪ Can lead sometimes, and can follow others ▪ Are developing the ability to see how others act and what they expect in certain situations ▪ May be developing close friendships that are helping them learn to understand how others think and feel ▪ Continue to develop the ability to respond sympathetically to others if they are supported and encouraged to do so ▪ Continue to be curious about the world around them and may show interest in learning about other people (food, clothing, shelter) ▪ Are developing an interest in an enthusiasm for specific issues pertaining to their world and can define simple actions to help (returning aluminum cans for recycling) ▪ Are developing an appreciation of their own and other cultural heritages through special events, festivals, foods, folk songs, and other concrete experiences ▪ Continue to develop the ability to respond sympathetically to others if this is supported ▪ Continue to understand consequences of own and other's behaviors 	<ul style="list-style-type: none"> ▪ Continue to learn to work in groups if this activity is supported ▪ May become upset or distressed if they have problems with friends ▪ Begin to understand the idea of the differing contributions of group members to a common goal ▪ Are developing the ability to take a third-person view, in which they see situations, themselves and others as if they were spectators, but still do not coordinate these views ▪ May be developing the ability to see others have different viewpoints but still do not coordinate these views with their own ▪ Continue to try to develop the ability to respond sympathetically to others but still have difficulty in taking any point of view but their own ▪ Continue to develop an awareness of how own family meets basic needs ▪ Are developing personal views of important issues and values pertaining to their world and act upon their beliefs (making posters) ▪ Are continuing to develop an appreciation of their own and other cultural heritages; can talk about similarities and differences ▪ Continue to develop the ability to respond sympathetically to others and may try to help them ▪ Begin to “weigh” consequences of own actions 	<ul style="list-style-type: none"> ▪ May show that their relations with friends are increasingly important ▪ Continue to develop the ability to work cooperatively and collaboratively with others ▪ Are developing the ability to understand that there are several sides to an issue but are just beginning to show evidence of being able to take other views into account; still consider own point of view the right one ▪ Continue to develop the ability to see the worth of others' viewpoints if this is supported ▪ Continue to develop the ability to respond sympathetically to others and may begin to consider other points of view ▪ Continue to develop an awareness of how family needs affect others ▪ Are becoming more committed to their belief and personal views of the world around them (writing letters to newspapers) ▪ May begin to appreciate the rich multicultural heritage of their own country while cherishing family culture in relation to the whole ▪ May begin developing the ability to empathize with another's feelings in understandable situations ▪ Begin to “test” consequences of own and others' actions